

SIMS Overview Demonstration

Introduction

- I am going to give a brief overview of SIMS. The purpose of this demonstration is to show you the general layout and organization of SIMS and then talk about how each section links to RtI and the problem solving model.
- After the demonstration, we will review each section of SIMS in greater detail and give you time to navigate in the system.
- Right now, I am in the demonstration site. The demo site has all the features of the live site, but it uses fictitious student dates. Information is cleared weekly.

Login Screen

- To login, I need to select a district. I am going to choose “Training District”.
- I will login as oneschool and I will use the password of oneschool.
- As I login, it is important to note that SIMS is password protected. It protects confidential, student information by limiting access to certified staff who are working with the student.
- Staff have access to records based on roles within the district. For example, a classroom teacher may only have access to see the students in his/her classroom whereas a psychologist may have access to all the students in a school.

Student Search

- One I am logged into the system, the first step is to identify the students. I can search for students based on the filters of grade, teacher, sections of a specific class (student groups), students receiving interventions or by an individual student.
- I am going to select all students. Then I will click on “search for students” at the bottom of the screen.

Student Selection

- A list of students is generated based on the search criteria used. For each student, you can see information about the student’s grade, if they receive ESL or special ed support and their general status. The status is determined by flags.
- Look at the icon legend on the left side of the screen. The legend describes Flags. Flags are the first way to identify if a student has needs, or if there is a particular area of concern for the student. Flag criteria are set for an entire district and it provides a common threshold from one school to the next.
 - In the , math, science, social studies and talented/gifted. For example, attendance may be flagged when a student falls below 94% attendance.
- Looking at all my students, I see that Emily Smith and Hannah Williams both have a language arts and attendance flag. I will select Emily Smith and Hannah Williams and then I will click on the button “select for problem solving”.

Student Profile Screen

- This is the main screen in SIMS
- Lets take a minute to get oriented
 - There are five different colored banners. The banners signify the major sections of SIMS and they correspond to the different sections of the problem solving model.
 - There is a menu on the left that provides support, describes the icons, and allows you to create reports and print documents.
 - On the left side of the main window, you will see underlined text. These are command functions or actions.
 - At the top of the screen, you see bread crumbs: home, school selection, student search, etc. These are navigational tools to help you move from screen to screen in SIMS
 - If you selected more than one student, the student in which you are working on is identified immediately below the navigation tools.
- The first step in the problem solving model is to identify the problem. The taupe banner provides demographic information about the student. This information identifies the age and grade of the student and if there are flags and interventions generated.
- There is a smaller taupe sub-banner called the extended profile. The extended profile provides additional information about the student that may be helpful in identifying the concern or needs of the student. In the demonstration, information in the extended profile contains state and district wide test scores, mobility, attendance, and special education status. Districts can identify the information they would like included in the extended profile.

Team Consultation

- The next banner is Team consultation. Thinking of the problem solving model, this section defines the concern. A form is completed by teachers whereby they can document their concerns about a student and ask for a consultation. After the form is completed, a team consultation icon appears by the flag in the taupe banner. The team then works with the teacher to determine the best way to support the student.

Team Notes

- The third banner is Team notes. This is a narrative text box that allows teams to document discussions that occur within team meetings. Based on the problem solving model, team notes are designed to document the concern, collect and analyze the data that supports the concern, and start to develop a plan for next steps. When a team note is added, an team note icon appears by the flag.

Intervention and Progress Monitoring

- The fourth banner is Intervention and Progress Monitoring: This section allows staff to document the intervention plan. It includes a description of the intervention along with the frequency, duration and progress monitor. The team

also determines who will be responsible for implementing the interventions and enters progress monitoring data.

Review and Revise the Plan

- The final step in the problem-solving process is to Review and Revise the Plan. This is the also the last banner in SIMS. This section provides a set of reflective questions that helps staff determine next steps in the intervention plan for the student.

Let's take a closer look at the intervention and progress monitoring banner

- Under the banner, there is a sub banner: Assign New Intervention and Progress Monitor which has three commands: Select a New Intervention and Progress Monitor from the Menu, Create a Custom Intervention and Select from Intervention Quicklist.
- I am going to show you how to assign a new intervention and progress monitor from the menu. Within SIMS, there is a drop down menu that allows you to select an already identified intervention. This is a limited menu and the intent is that school districts generate their own interventions and add them to SIMS.
- In the powerpoint, we talked about the organization of the menus.
- There are goals. Select Relationships.
- Then you will see the objective of appropriate behavior.
- Next, I need to select the category. Select behavior management. A brief description of the category appears.
- Finally, I choose the specific intervention. I have several choices and I will choose to use positive consequences for the student. Again a description appears.
- Once the intervention is selected, the team needs to determine the frequency and intensity of the intervention. When the duration is changed, the start and end date recalculate automatically.
- I can add participants from a roster of staff within the school.
- Then, I need to add a progress monitor. In most of the demonstration interventions, a progress monitor is already linked to an intervention so the progress monitor automatically appears. Districts can enter their own progress monitors into the system.
- In this case, it is a behavior data rubric looking at the frequency and duration of adult interaction required. Scores range from 3-12. A low score indicates a high level of adult interaction
- I can modify the frequency and intensity of the progress monitor.
- I can also add comments that provide specific details about the intervention or anecdotal data about the progress made.
- At the bottom of the screen, there is an option to apply to all students. Remember, at the beginning we selected both Emily and Hannah. When I check the box, this intervention will be applied to both students.
- Click save and that will take you back to the main page.
- Under the intervention banner, another sub-banner appears: active interventions. This lists all the interventions that a team is providing for the student.

- I can click on the “next student” at the top of the page to see that the intervention was also created for Hannah.

Entering Progress Monitoring Data

There are two ways to enter progress monitoring data. I can enter data by selecting a specific student or I can enter progress monitoring data for a group of students that have the same intervention.

To add progress monitor data to the intervention for a specific student, go to edit and the intervention screen will appear. At the bottom of the screen, there is a command, enter/view scores. Click on it

- I will select the date and enter the score.
- I can enter multiple scores at one time by clicking on Add Additional Scores.
- When multiple scores are entered, click on preview graph. A graph will appear that shows the student’s progress. This can be used with students and parents to mark progress.
- Save this and again it takes us back to the main profile screen.

I can also add progress monitor data for a group of students. In order to do this, the principal needs to go behind the scenes and set up a group of students that has the same interventions. Once that is set up, click on group progress assignment which is located in the menu on the left. Click on “assign scores” for the desired intervention and enter the scores for the all the students in the group.

Reports

- There is one more feature that I would like to show you and that Reports
 - In the menu on the left, there is a Reports feature
 - Click on this and there is a drop down of various reports.
 - The student report allows you to print out all the information about a specific student.
 - The user interventions report will generate a report listing all the students in which I am a working on intervention including the start and end date and frequency of the interventions.
 - The flag report will generate a list the students identified for each flag category.
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Final Comments

- We are back at the student profile page and I would like to summarize a few points.
 - The banners guide you through the various sections of the problem solving model.
 - You can click on any of the underlined features to navigate in the system.
 - There are many features that district can customize to match their district’s needs
 - Flags

- Extended Profile
- Intervention menus
- Questions that would be used to review and document summary of progress.